

**2016 national curriculum assessments**

# **Key stage 1**

## **2016 teacher assessment exemplification: end of key stage 1**

### **English writing**

#### **Working at the expected standard: Sam**

**Annotated version**

February 2016



**Standards  
& Testing  
Agency**

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# 2016 teacher assessment exemplification: end of key stage 1 English writing

Key stage 1 (KS1) writing teacher assessment (TA), using the interim TA frameworks, is statutory for 2016.

This document is part of a suite of materials that exemplifies the national standards for KS1 writing. The full suite, including the interim TA framework, pupil scripts and annotated versions, can be found at <https://www.gov.uk/STA>.

Each collection is available in unannotated and annotated versions. Tables at the end of this annotated version provide a check-list to demonstrate which statements have been met for each piece of work.

Each collection exemplifies one pupil's writing that meets the requirements for all of the statements within the interim TA framework for one of the following standards:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard.

## Purpose of the exemplification materials

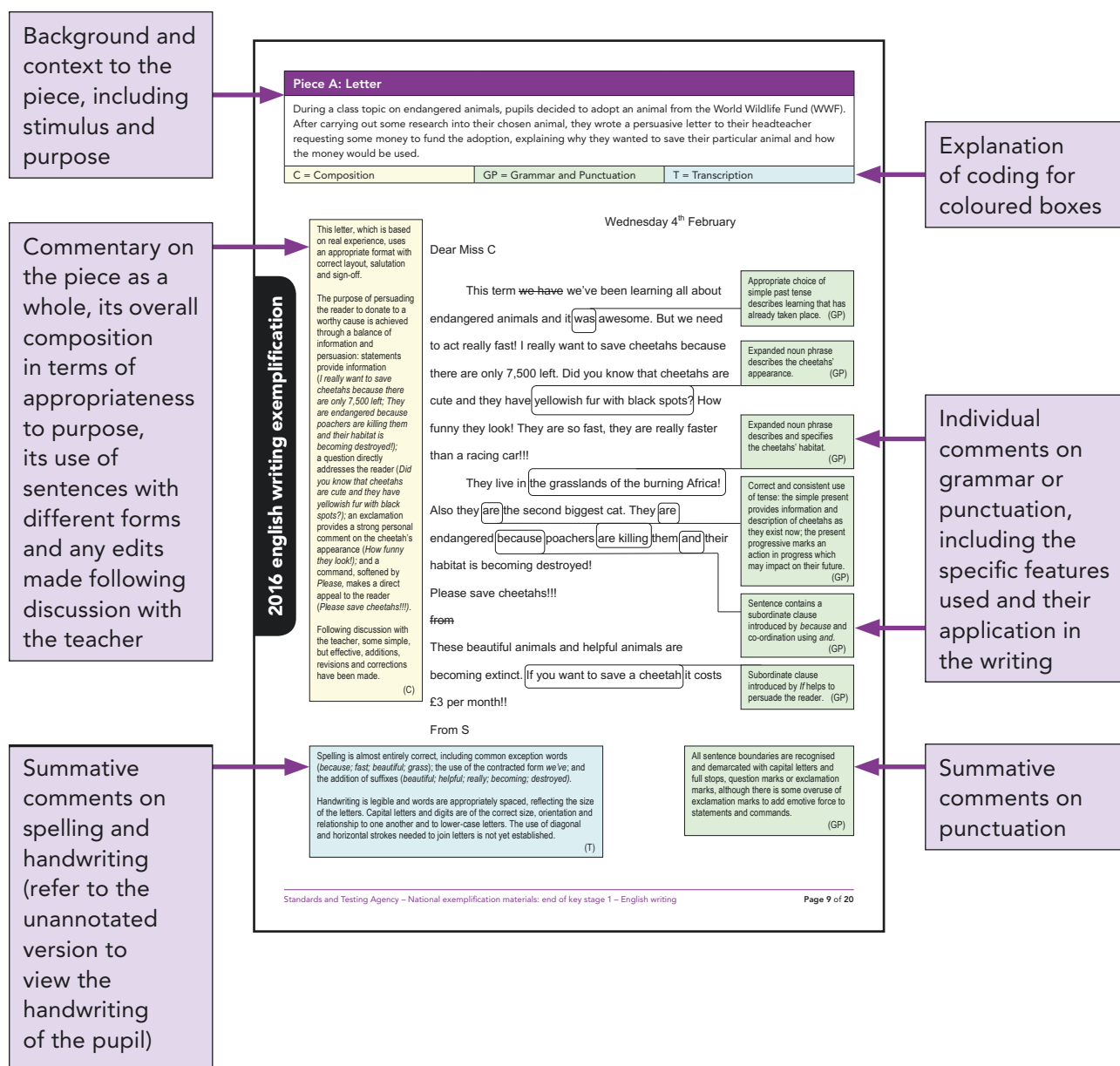
- Schools must use the interim TA frameworks and exemplification materials to ensure that their TA judgements are accurate.
- Schools must use the exemplification materials to ensure a secure understanding of national standards, as a point of reference for teachers when making their own TA judgements, and to validate judgements across the school.
- Local authorities (LAs) must use the exemplification materials to ensure their moderation team has a secure understanding of national standards, and as a point of reference when validating a school's TA judgements.

# How to use the exemplification materials

To meet a particular standard within the interim TA framework, a pupil must demonstrate attainment of **all** of the statements within that standard **and all** the statements in the preceding standard(s). The judgement as to whether a pupil meets a statement is made across a collection of evidence and not on individual pieces. However, there needs to be sufficient evidence of consistent performance across several pieces to demonstrate the pupil's understanding and application of the statement.

The annotations in the exemplification materials are designed to help teachers interpret the statements of the interim TA frameworks accurately, and to apply them consistently, through use of the terminology required by the national curriculum 'English programmes of study: key stages 1 and 2'. Each annotated collection should be read in conjunction with its overall commentary and completed matrix.

## How the annotation is set out



Each collection consists of a sample of evidence (typically 6 pieces) drawn from a wider range of one pupil's writing. However, teachers will have a considerably broader body of evidence from across the curriculum on which to base their judgements.

The frequency of evidence for the statements may vary across individual pieces within a collection. The exemplification materials illustrate how the statements containing qualifiers ('some', 'most', 'many') may be applied to a particular collection of work.

When making their TA judgements, teachers must:

- be familiar with the interim TA frameworks and exemplification materials
- ensure a broad range of evidence from across the curriculum is available for review
- for each pupil, check and record whether there is sufficient evidence for each of the statements, starting with those for 'working towards the expected standard' and, where appropriate, moving on to 'working at the expected standard' and 'working at greater depth'.

Teachers need to be aware of the distinction between those statements containing supplementary detail in the following two ways:

- as italicised examples, such as the 2 statements about suffixes at expected and greater depth, where acceptable evidence could include any of the suffixes referenced in the national curriculum KS1 programme of study
- as bracketed detail, such as the statement about co-ordination and subordination at the expected standard, where evidence must include some of those specified.

In 2016, teachers must include evidence from the KS1 grammar, punctuation and spelling test to inform their TA judgements.

# Interim teacher assessment framework at the end of key stage 1 – writing

## Key principles

- This statutory interim framework is to be used only to make a teacher assessment judgement at the end of the key stage following the completion of the key stage 1 curriculum. It is not intended to be used to track progress throughout the key stage.
- The interim framework does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment. Pupils achieving the different standards within this interim framework will be able to demonstrate a broader range of skills than those being assessed.
- This interim framework is not intended to guide individual programmes of study, classroom practice or methodology.
- Teachers must base their teacher assessment judgement on a broad range of evidence from across the curriculum for each pupil.
- The evidence used must include the key stage 1 English grammar, punctuation and spelling test.
- Individual pieces of work should be assessed according to a school's assessment policy and not against this interim framework.

Each of the three standards within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of **all** of the statements within that standard **and all** the statements in the preceding standard(s).

Some of the statements contain qualifiers ('some', 'many' and 'most') to indicate that pupils will not always consistently demonstrate the skill required. Where they have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill/knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

Teachers should refer to the national curriculum programmes of study for items marked \* (e.g. to exemplify the words that pupils should be able to spell). Where pupils have a physical disability that prevents them from being able to write, the statements relating to handwriting can be excluded from the teacher assessment. Where pupils are physically able to write and meet all of the statements except for being able to produce legible handwriting, they may be awarded the 'expected standard' but cannot be awarded the 'greater depth' standard. This refers to the final statements within 'working towards' and 'working at the expected standard'.

This framework is interim for the academic year 2015 to 2016 only.

**Interim teacher assessment framework at the end of key stage 1 – writing****Working towards the expected standard**

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words\*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

**Working at the expected standard**

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or/and/but) and some subordination (when/if/that/because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words\*
- spelling some words with contracted forms\*
- adding suffixes to spell some words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- using spacing between words that reflects the size of the letters.

**Working at greater depth within the expected standard**

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words\*
- spelling most words with contracted forms\*
- adding suffixes to spell most words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal strokes needed to join letters in most of their writing.

# Exemplification

## Working at the expected standard: Sam

This collection demonstrates that the pupil consistently meets the requirements for 'working at the expected standard'. One handwriting statement ('using the diagonal and horizontal strokes needed to join letters in some of their writing') is not met, but this does not preclude the award of the expected standard ('Interim teacher assessment framework at the end of key stage 1 – writing').

The collection includes three pieces selected from a class topic on endangered animals, and three based on class reading of texts and viewing of film clips related to the writing topic. All the writing is independent. In preparation for the writing, the pupil participated in a range of classroom activities to support the exploration and organisation of their ideas, including discussion of shared reading, role-play around a story starter, and research about endangered animals. The writing incorporates some of the conventions and language patterns found in familiar stories (*...and that's how he became the fastest in the world*), and the more formal structures and vocabulary used in non-fiction books (*The grasslands are very hot...*). In some pieces, the pupil has made a few simple additions, revisions and corrections, after discussion with the teacher.

Across the collection, the pupil's writing demonstrates a consistent ability to use sentences with different forms as appropriate to purpose and audience, e.g. the use of commands in the 'Just So' story and the exclamation to express a reaction to the White Witch's appearance in the descriptive opening. The present and past tense are used correctly and consistently in all pieces, including the appropriate use of the present tense in dialogue. Both co-ordination and subordination are used confidently to extend ideas, add detail and give variety to sentence structure (*She talks very, very, very nicely but she is so evil, that she will break the whole city*). Spelling is mostly accurate, applying the rules and guidance for years 1 and 2. There is evidence of segmenting spoken words into phonemes and representing these with the correct graphemes, spelling common exception words and spelling words with contracted forms. Suffixes are added to spell longer words correctly, e.g. for inflection of verb endings (*laughed; cheering*), formation of adjectives (*furry; fastest*) and adverbs (*really; suddenly*).

**This collection meets the requirements for 'working at the expected standard'.**



# 2016 teacher assessment exemplification: end of key stage 1

## Working at the expected standard: Sam

- A** Letter
- B** Narrative
- C** Book review
- D** Information
- E** Narrative
- F** Description

## Piece A: Letter

During a class topic on endangered animals, pupils decided to adopt an animal from the World Wildlife Fund (WWF). After carrying out some research into their chosen animal, they wrote a persuasive letter to their headteacher requesting some money to fund the adoption, explaining why they wanted to save their particular animal and how the money would be used.

C = Composition

GP = Grammar and Punctuation

T = Transcription

Wednesday 4<sup>th</sup> February

Dear Miss C

This term ~~we have~~ we've been learning all about endangered animals and it was awesome. But we need to act really fast! I really want to save cheetahs because there are only 7,500 left. Did you know that cheetahs are cute and they have yellowish fur with black spots? How funny they look! They are so fast, they are really faster than a racing car!!!

Appropriate choice of simple past tense describes learning that has already taken place. (GP)

Expanded noun phrase describes the cheetahs' appearance. (GP)

Expanded noun phrase describes and specifies the cheetahs' habitat. (GP)

They live in the grasslands of the burning Africa! Also they are the second biggest cat. They are endangered because poachers are killing them and their habitat is becoming destroyed!

Correct and consistent use of tense: the simple present provides information and description of cheetahs as they exist now; the present progressive marks an action in progress which may impact on their future. (GP)

Please save cheetahs!!!

~~from~~

Sentence contains a subordinate clause (introduced by *because*) and co-ordination (using *and*). (GP)

These beautiful animals and helpful animals are

becoming extinct. If you want to save a cheetah it costs £3 per month!!

Subordinate clause (introduced by *if*) helps to persuade the reader. (GP)

From S

This letter, which is based on real experience, uses an appropriate format with correct layout, salutation and sign-off.

The purpose of persuading the reader to donate to a worthy cause is achieved through a balance of information and persuasion: statements provide information (*I really want to save cheetahs because there are only 7,500 left; They are endangered because poachers are killing them and their habitat is becoming destroyed!*), a question directly addresses the reader (*Did you know that cheetahs are cute and they have yellowish fur with black spots?*), an exclamation provides a strong personal comment on the cheetah's appearance (*How funny they look!*) and a command, softened by 'please', makes a direct appeal to the reader (*Please save cheetahs!!!*).

Following discussion with the teacher, some simple, but effective, additions, revisions and corrections have been made.

(C)

Spelling is almost entirely correct, including common exception words (*because; fast; beautiful; grass*), the use of the contracted form (*we've*) and the addition of suffixes (*beautiful; helpful; really; becoming; destroyed*).

Handwriting is legible and words are appropriately spaced, reflecting the size of the letters. Capital letters and digits are of the correct size, orientation and relationship to one another and to lower-case letters. The use of diagonal and horizontal strokes needed to join letters is not yet established.

(T)

All sentence boundaries are recognised and demarcated with capital letters and full stops, question marks or exclamation marks. However, there is some overuse of exclamation marks to add emotive force to statements and commands.

(GP)

## Piece B: Narrative

As part of a topic on endangered animals, pupils read some 'Just So' stories and watched video clips of 'Tinga Tinga Tales'. They then wrote their own version of a 'Just So' story, explaining how their chosen animal had come to be as it is.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This narrative, based on Kipling's 'Just So' stories, establishes at the outset an appropriate style, through the use of direct address to the reader (*You see there was once a time when...*). This is successfully sustained through the incorporation of dialogue and the narrative has an appropriately formulaic ending, also drawn from the 'Just So' stories.

Sentences with different forms are used, e.g. a question in the title, statements to move the story forward (*So all the animals done training and cheetah and rhino won*) and a sequence of 4 commands, differently structured according to purpose (a polite request – *please gather all the animals for an important meeting*; an authoritative command – *animals come to me*; a command phrased as a suggestion – *Lets have a training competion*; and finally, the straightforward order – *on your marks, get set, go*).

(C)

How did the cheetah run fast?

You see there was once a time when cheetah was the slowest animal in the whole wide world. All the animals

laughed and laughed and laughed but cheetah was

upset. Then cheetah said to lion please gather all the

animals for an important meeting. So the lion anounced

"animals come to me". Then all the animals came and

lion said "lets have a training competion and that means

who ever does the most training goes to the final race".

"Who ever wins will get the biggest midnight feast in their

life". So all the animals done training and cheetah and

rhino won. So lion said "cheetah vs rhino" and lion again

said "on your marks, get set, go. Rhino was in the lead

and every was cheering for rhino but cheetah ran past

rhino. Cheetah won the race for the midnight feast so

Cheetah was happy and that's how he became the

fastest in the world.

Effective use of simple co-ordination and repetition draws upon similar patterns from the source text. (GP)

Correct and consistent use of the past tense in the narrative, with the present tense used appropriately in the dialogue. (GP)

Expanded noun phrase emphasises the enormity of the prize. (GP)

Different past tense forms used appropriately: the past progressive (*was cheering*) to mark an action in progress, and the simple past (*ran*) for a completed action. (GP)

Subordination (*so*) explains how winning the race affected Cheetah. (GP)

Spelling is mostly correct, including common exception words (*once; every; past; fast; who*) the use of the contracted form (*that's*), and the addition of suffixes (*slowest; laughed; cheering; fastest*).

Handwriting is legible and words are appropriately spaced, reflecting the size of the letters. Capital letters and digits are of the correct size, orientation and relationship to one another and to lower-case letters. The use of diagonal and horizontal strokes needed to join letters is not yet established.

(T)

Sentence boundaries are recognised and demarcated with capital letters and full stops. The question in the title is correctly demarcated.

(GP)

## Piece C: Book review

After reading several stories by Julia Donaldson, pupils were asked to choose their particular favourite. They then read and explored some examples of successful book reviews before writing their own review, to encourage other children to read their chosen story.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This book review is based on the pupil's experience of reading 'The Gruffalo's Child'.

The use of a single sentence type (statements) is appropriate to the purpose of the piece, which is to provide information and description about the book and to give the writer's opinion of it.

The events, the characters and the scene are vividly described, predominantly through the use of expanded noun phrases which draw on the vocabulary of the text. This demonstrates the writer's clear enjoyment of their chosen favourite book.

(C)

My favorite book from Julia Donaldson is The Gruffalo's

child because the description is very good. Also the

characters are good because there are two good

Gruffalo's and one small mouse. My favourite part is

when the child tiptoes out in the cold forest and was

brave.

The Gruffalo has shiny, sharp, white claws and

has purple spikes. It has eyes like fire, has sharp teeth

and has a green, gross sprout on his nose. The mouse is

so strong and it has a scaly tail. His eyes are like pools of

fire and also his whiskers are stronger than wire.

The story is about when the adult Gruffalo told his

child that no Gruffalo should ever set foot in the deep

dark wood. But one cold night the child tiptoes out in the

snow. He was nervous because he saw a trail in the

snow. He thought it was the trail of the big bad mouse but

it was the snake trail.

Mostly correct and consistent use of the simple present tense gives the writer's opinion and describes some events and characters in the book. (GP)

Subordination (introduced by the subordinating conjunction *because*) provides the reasons for the writer's opinions. (GP)

Co-ordination (using *and*) enables the writer to extend ideas and add information. (GP)

Sentence includes a list of expanded noun phrases, correctly separated by a comma. (GP)

Appropriate switch to the simple past tense, mostly consistent and describes a particular trail of events in the book. (GP)

Expanded noun phrases describe the scene in the wood and specify the whereabouts of the trail. (GP)

Co-ordination (using *but*) introduces a clause that contrasts with earlier information. (GP)

Spelling is almost entirely correct, including common exception words (*because; child; cold; should*) and the addition of suffixes (*scaly; tiptoes; stronger*).

Handwriting is legible and words are appropriately spaced, reflecting the size of the letters. Capital letters and digits are of the correct size, orientation and relationship to one another and to lower case letters. The use of diagonal and horizontal strokes needed to join letters is not yet established.

(T)

All sentences are correctly demarcated with capital letters and full stops. Commas are correctly used to separate items in a list. Although there is an error of punctuation in the phrase (*two good Gruffalo's*), the apostrophe is correctly used for singular possession in the title, 'The Gruffalo's Child'.

(GP)

## Piece D: Information

As part of a class topic on endangered animals, pupils researched an animal of their choice, using a range of sources including books and websites. Drawing on prior learning about information texts, pupils then planned and wrote about their chosen endangered animal.

C = Composition

GP = Grammar and Punctuation

T = Transcription

### Endangered Lions

Lions have lots of prombles

#### Apperance

Lions have big furry manes but male lions have even bigger furry manes. They have lots of fur all around them and they have black hair underneath their tummy's. All lions have long swishy tails and they have black hair at the end of their tail.



He is happy because no one is killing him.

Co-ordination (*but*) introduces the contrast between lions in general, and male lions specifically. (GP)

Consistent use of the simple present tense gives information about lions. (GP)

Expanded noun phrases describe the lions' appearance. (GP)

Subordinate clause (introduced by *because*) explains why the lion is happy. (GP)

#### Habitat

Lions live in Africa and in Africa they live in lots of grasslands. The grasslands are very hot because it is near the equator and it is in Africa.

Sentence provides both explanation and information through the use of subordination (*because*) and co-ordination (*and*). (GP)

#### Why is it Endangered

Lions are in Endangered because ~~because~~ people are keep on killing their habitas and killing them.

This piece of information writing is based on the pupil's experience of class work about conservation as part of a cross-curricular topic, 'Endangered Animals'. The organisation of the piece is appropriate to its purpose and helps the reader to easily access the information.

Statements are appropriately used throughout for the purpose of presenting factual information to the reader (*Lions have big furry manes...; All Lions have long swishy tails and they have black hair at the end of their tail*). A question is used in one of the sub-headings to engage the reader and while it has the correct question syntax, it lacks the appropriate punctuation mark (*Why is it Endangered*).

Following discussion with the teacher, an additional sentence has been inserted about the work of the World Wildlife Fund (\**The wwf finds about the animals and why their endangered*).

(C)

Diet

Lions eat other animals so that means the a carnivarl.

Lions faviroute food is medium sized animals.

How we can help them

We can help them by saving them and not killing them if

they are a bad preadotor.

Subordinate clause  
(introduced by *if*)  
suggests lions should be  
saved despite their  
predatory nature.

(GP)

\*The wwff finds about the animals and why their  
endangered.

Wow fact

Lions are great preadators and they can smell very good.

Spelling is mostly correct, including common exception words (*because; grasslands; people*) and the addition of suffixes (*furry; saving*). Errors are mostly in less familiar vocabulary (*prombles; Apperance; habitas; carnivarl; preadators*).

Handwriting is legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters and digits are mostly of the correct size, orientation and relationship to one another and to lower-case letters. The use of diagonal and horizontal strokes needed to join letters is not yet established.

(T)

All statements are correctly demarcated with capital letters and full stops, but a question mark is omitted from the question in the sub-heading.

(GP)



## Piece E: Narrative

Following prior learning about using descriptive language, pupils watched a clip from the start of the Disney animation film, 'Up', as a stimulus for writing. Then, using the opening provided, they were given complete freedom to plan and write their own narrative.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This short adventure story, which follows on from an opening provided by the teacher, successfully captures the children's conflicting emotions of excitement and trepidation at the unexpected turn of events.

In keeping with the features of a fictional narrative, sentences consist predominantly of statements (*The house crashed and there were two boys! Now Ali and Devin were really scared*), with the inclusion of a question (*where are we?*), a command (*Look out of the window*) in the boys' dialogue and an exclamation (*What a nightmare it was!*). Simple, recurring, literary language effectively engages the reader, emphasising the boys' failed attempts to resolve their plight (*We tried...but that didn't work so we tried...and that didn't work*).

The purpose of the writing is clear, with the action-packed adventure following a conventional structure. The beginning introduces the action (*zoomed all the way to the bottom*), characters (*Ali and Devin*) and setting (*Africa... scorching, burning and hot*).

(C)

Continued on next page

*The balloons floated upwards, higher and higher, lifting the house above the clouds. Looking through their bedroom window, the children gasped in amazement as they sped over land and sea, wondering where this adventure might end. Suddenly, with a loud hissing noise, the floating house began to descend rapidly from the clear, blue sky...*

They **fell** down and **zoomed, zoomed** and **zoomed** all the way to the bottom. The house **crashed** and there **were**

Correct and consistent use of the simple past tense is maintained from the given story starter. (GP)

two boys! One was Ali and another was Devin. Ali said "where **are** we?" and Devin said "Look out of the window.

Appropriate and consistent choice of the present tense for the children's dialogue. (GP)

We **re** in Africa! It was scorching, burning and hot. Devin was a bit nervous but Ali was excited! They were playing tag but suddenly we saw **a strange looking button remote**.

Expanded noun phrase describes and specifies the type of remote device. (GP)

Devin pressed the button but then we heard a lot angry and furious animals. They all surrounded us and we didn't know what to do? We tried to press the button **but that** didn't work **so** we tried to kill them with weapons **and that**

Sequence of co-ordination (*but / and*) and subordination (*so*) links the negative outcome of pressing the button to the reason for the second action, and the final repeated comment, emphasising the boys' increasing concern. (GP)

didn't work. What a nightmare it was! Now Ali and Devin were really scared. We felt as we were in a **dragon's cave**

Apostrophe for possession clarifies the owner of the cave. (GP)

with fire on top of it. Then we had a great idea. First Devin would do some karate **while** Ali will make a

Subordination (*while*) attempts to show that the boys undertake two different activities simultaneously. (GP)

The middle develops a problem (*a lot angry and furious animals... surrounded us*), a further dilemma (*We tried...and that didn't work*) and the reaction of the characters (*What a nightmare...felt as we were in a dragon's cave...*).

The ending is fitting as the boys decide on a practical solution to their predicament, culminating in the satisfactory resolution of events (*they flew off*).

(C)

airoplane out of sticks, stones and of course leaves.

Then Ali made the airoplane and they flew off.

Spelling is mostly correct, including common exception words (*where, were, house, would*), contracted forms (*We're, didn't*) and the addition of suffixes (*zoomed; crashed; really*).

Handwriting is legible and words are appropriately spaced, reflecting the size of the letters. Capital letters and digits are of the correct size, orientation and relationship to one another and to lower-case letters. The use of diagonal and horizontal strokes needed to join letters is not yet established.

(T)

All sentence boundaries are demarcated. There is correct use of a question mark and exclamation marks are used to add emotive force to statements and to demarcate an exclamation. A comma is used correctly to separate items in a list, and apostrophes are correctly used for contracted forms and for singular possession.

(GP)



## Piece F: Description

After watching a clip from one of 'The Chronicles of Narnia' films, pupils engaged in a class discussion about the White Witch, including her character, appearance, behaviour and personality. They then wrote a story opening that introduced the witch by describing her character.

C = Composition

GP = Grammar and Punctuation

T = Transcription

This short, descriptive story opening invites the reader into the forest to share the writer's vision of the White Witch.

Expanded noun phrases are used effectively and frequently, particularly to describe the contrast between the witch's appearance and the reality of her evil nature and intent.

A varied range of sentence types is used, including statements for description (*She has a gold crown and it's sharp as shark teeth; She talks very, very, very nicely... break the whole city!*), an exclamation which expresses the writer's reaction to the witch's appearance (*How shiney she looks!*) and a question which addresses the reader (*Is the witch made out of ice?*).

(C)

If you go into a snowy forest, you will see the most evil witch you have ever seen. She has a gold crown and it's sharp as shark teeth. She also has shimmering, silver clothes. How shiney she looks! Her heart is frozen ice because she lives in a freezing castle. Her palace is ice because she lives in the snowy forest. The white witch stomps because she is nasty and evil. Is the witch made out of ice? She talks very, very, very nicely but she is so evil, that she will break the whole city!



Simple present tense used correctly and consistently to describe the witch's appearance, character and surroundings. (GP)

Subordinate clause (introduced by *If*) engages the reader by challenging them to enter the snowy forest. (GP)

Expanded noun phrases for description. (GP)

Repetitive use of subordination (introduced by *because*) provides reasons for the witch's habitat and character. (GP)

Co-ordination (*but*) introduces a contrast followed by subordination (*that*) to provide further explanation. (GP)

Spelling is almost entirely correct, including common exception words (*because; gold; break*), the use of the contracted form (*it's*) and the addition of suffixes (*shimmering; freezing; nicely*).

Handwriting is legible and words are appropriately spaced, reflecting the size of the letters. Capital letters and digits are of the correct size, orientation and relationship to one another and to lower-case letters. The use of diagonal and horizontal strokes needed to join letters is not yet established.

(T)

All sentence boundaries are recognised and demarcated with capital letters and full stops, question marks or exclamation marks, one to demarcate an exclamation (*How shiney she looks!*) and one to add force to a statement.

(GP)

The following tables contain the 'pupil can' statements for each standard from the interim TA framework. The tables provide a check-list to demonstrate which statements have been met for each piece of work and can be used as a cross-reference tool to help identify examples of statements across the collection of work.

End of key stage 1 statutory assessment – Working towards the expected standard							
Name: Sam	A	B	C	D	E	F	Collection
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:	Letter	Narrative	Book review	Information	Narrative	Description	
• demarcating some sentences with capital letters and full stops	✓	✓	✓	✓	✓	✓	✓
• segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly	✓	✓	✓	✓	✓	✓	✓
• spelling some common exception words*	✓	✓	✓	✓	✓	✓	✓
• forming lower-case letters in the correct direction, starting and finishing in the right place	✓	✓	✓	✓	✓	✓	✓
• forming lower-case letters of the correct size relative to one another in some of the writing	✓	✓	✓	✓	✓	✓	✓
• using spacing between words.	✓	✓	✓	✓	✓	✓	✓

## End of key stage 1 statutory assessment – Working at the expected standard

Name: Sam		A	B	C	D	E	F	Collection
The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		Letter	Narrative	Book review	Information	Narrative	Description	
• demarcating most sentences with:	capital letters and full stops	✓	✓	✓	✓	✓	✓	✓
and with some use of	question marks	✓	✓			✓	✓	✓
	exclamation marks	✓				✓	✓	✓
• using sentences with different forms in their writing:	statements	✓	✓	✓	✓	✓	✓	✓
	questions	✓	✓		✓	✓	✓	✓
	exclamations	✓				✓	✓	✓
	commands	✓	✓			✓		✓
• using some expanded noun phrases to describe and specify		✓	✓	✓	✓	✓	✓	✓
• using present and past tense mostly correctly and consistently		✓	✓	✓	✓	✓	✓	✓
• using co-ordination (or / and / but)		✓	✓	✓	✓	✓	✓	✓
• using some subordination (when / if / that / because)		✓	✓	✓	✓	✓	✓	✓
• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly		✓	✓	✓	✓	✓	✓	✓
• spelling many common exception words*		✓	✓	✓	✓	✓	✓	✓
• spelling some words with contracted forms*		✓	✓			✓	✓	✓
• adding suffixes to spell some words correctly in their writing, e.g. <i>-ment, -ness, -ful, -less, -ly</i> *		✓	✓	✓	✓	✓	✓	✓
• using the diagonal and horizontal strokes needed to join letters in some of their writing								
• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		✓	✓	✓	✓	✓	✓	✓
• using spacing between words that reflects the size of the letters.		✓	✓	✓	✓	✓	✓	✓

## End of key stage 1 statutory assessment – Working at greater depth within the expected standard

Name: Sam		A	B	C	D	E	F	Collection
The pupil can write for different purposes, after discussion with the teacher:		Letter	Narrative	Book review	Information	Narrative	Description	
<ul style="list-style-type: none"> <li>using the full range of punctuation taught at key stage 1 mostly correctly including:</li> </ul>	<ul style="list-style-type: none"> <li>commas to separate items in a list</li> </ul>			✓		✓		
	<ul style="list-style-type: none"> <li>apostrophes to mark singular possession in nouns</li> </ul>					✓		
<ul style="list-style-type: none"> <li>spelling most common exception words*</li> </ul>		✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>spelling most words with contracted forms*</li> </ul>		✓				✓	✓	✓
<ul style="list-style-type: none"> <li>adding suffixes to spell most words correctly in their writing, e.g. <i>-ment, -ness, -ful, -less, -ly</i> *</li> </ul>		✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>using the diagonal and horizontal strokes needed to join letters in most of their writing.</li> </ul>								



Standards  
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Agency

2016 teacher assessment exemplification: end of key stage 1  
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